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ABSTRACT

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The first packet provides the teacher with guidelines for the selection and assessment of print materials. The packet discusses the following activities: (1) assessing reading competencies and interests of individual students within a given group; (2) determining the readability level of print materials; (3) analyzing print materials for readability factors which influence reading difficulty; (4) adapting content for students with varied levels of ability; and (5) using a standardized, objective approach in analyzing varied basic series of print materials for appropriateness. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

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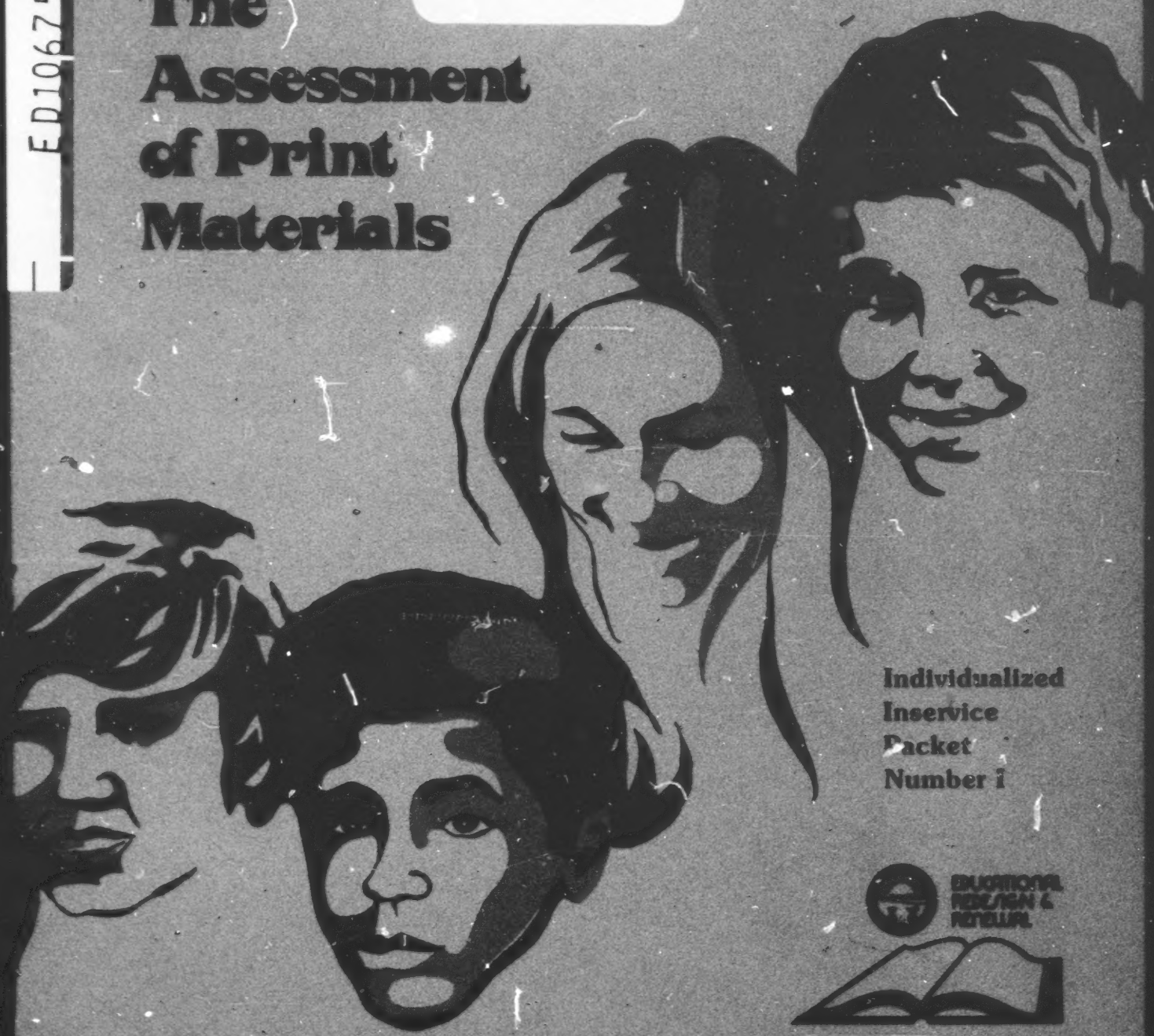
The Assessment of Print Materials



Individualized
Inservice
Packet
Number 1

EDUCATIONAL RESEARCH & REVIEW

TEACHING TEEN READING SERIES

Ohio Department of Education
Columbus

CS 001 723

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FOREWORD

The American dream of opportunity through education has been an inspiration and a reality to millions and millions. Equipping students with the skills of reading is fundamental to this essential contribution of our schools. It is well recognized that the ability to read and the active use of reading are cornerstones supporting the foundation of lifetime learning. Personal fulfillment, positive self-concept, participating citizenship, and meeting the demands of job and society are dependent upon effective reading.

All teachers are teachers of reading, individualizing and personalizing learning of all students on the ability spectrum. Without the acquisition of reading skills, the content of any subject area remains untapped and inaccessible between the covers of books. The students presently enrolled in our schools will live part of their lives in the 21st century. The need is to assure them of reading skills with which to cope with the rapid and ever-expanding stockpile of information and book-stored knowledge.

The Department of Education is the agency through which the Ohio General Assembly expresses its response to the will of the citizenry on matters of education. Reflective of this, legislation was enacted which made provision for the department to make available inservice materials and services for elementary and secondary school teachers. Hence, the Division of Educational Redesign and Renewal is responsible for the development of stand-free inservice education materials which may be used individually by teachers or by teacher leaders working together with small groups of colleagues. The materials are designed to give condensed professional information which will meet an instructional need or interest.

Because reading incorporates the principles of accountability for all teachers, **The Teaching Teen Reading Series** was prepared as a helpful resource for the teachers of upper elementary, middle and secondary schools. The content fuses with the use of any print materials supplied within the schools.

The post-Vietnam period offers an opportunity—and an imperative—to strive for excellence surpassing all prior achievements in our nation's scholastic history. It is our hope that these and other inservice materials will be beneficial to teacher endeavor toward achieving that excellence.

Martin W. Essex

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CONTENTS

OBJECTIVE I **ASSESSMENT OF STUDENT READING COMPETENCY**	To enable the teacher to assess the reading competencies and interests of individual students within a given group.	7
OBJECTIVE II **READABILITY LEVEL OF PRINT MATERIALS**	To enable the teacher to determine the readability level of print materials.	11
OBJECTIVE III **ASSESSMENT OF PROBLEMS WITHIN THE SELECTED CONTENT**	To enable the teacher to analyze print materials for readability factors which will influence the increase or decrease of reading difficulty.	13
OBJECTIVE IV **ADAPTATION OF CONTENT**	To enable the teacher to adapt content so that it is appropriate for students of varied levels of reading ability.	16
OBJECTIVE V **EVALUATION OF BASIC TEXT**	To enable the teacher to use a standardized, objective approach in analyzing varied basic series of print materials in order to select appropriate sources for a particular group of students.	19
SELF-CORRECTIVE POST TEST		23
GLOSSARY		25
BIBLIOGRAPHY		26

INTRODUCTION

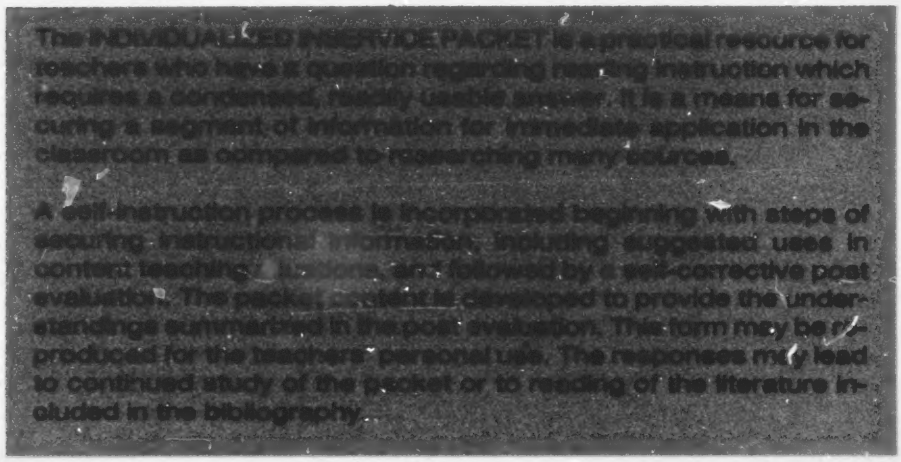
This packet is constructed to provide the teacher with guidelines for the meaningful selection and assessment of print materials. The process is designed to locate and utilize the appropriate reading content for individual students.

The content teacher is the most knowledgeable to evaluate print materials in his own discipline, knowing what information must be clear in order to assure the comprehension of the subject. In locating appropriate content the teacher has a three-fold goal:

1. To assess student reading competency.
2. To determine the readability level of the material.
3. To adapt materials enabling students to handle the vocabulary and concepts toward achieving understanding.

The packet information describes reading procedures which have meaning for instruction in all subjects. The content does not refer to particular print materials but applies to the use of those provided in a school.

To receive the greatest benefit from the use of the packet, it is recommended that teachers relate the sections to the textbook generally used by their students.



THE ASSESSMENT OF PRINT MATERIALS

ASSESSMENT OF STUDENT READING COMPETENCY

OBJECTIVE I

To enable the teacher to assess the reading competencies and interests of the individual students within a given group.

CONTENT ABSTRACT

A persisting problem facing the teacher is to use print materials which can be read and comprehended by individual students. The first step in this endeavor is to determine the range of reading achievement represented within a given group of students.

Consideration for the reading skills of the individual learners within the group is essential to the selection of texts, supplementary materials, reference books, dictionaries and periodicals. These are chosen to correspond with the varied identified individual reading competencies and interests in the class. The differentiated use of print materials replaces the single-book approach which results in unsatisfactory learning experiences for both gifted and disabled readers.

The need to recognize and plan to meet individual learning differences becomes greater as students advance through the school years. As the learning spectrum broadens, instructional reading experiences increase in variety. Guided multi-level reading in the content areas supplants incidental reading.

Viewing a Group

Initially the content area teacher makes a study of the available group test results, plotting each student's reading potential, indicated reading achievement level along with success level in the particular content area.

Class Enrollment	Actual Grade	Mathematics Computation	Reading Achievement Grade Level	Success Level in Content Area
Mary J.	7.1	8.5	8.0	Excellent
Thomas K.	7.1	8.0	7.2	Average
Alberta D.	7.1	5.8	5.1	Poor
John B.	7.1	7.8	6.2	Poor

Of vital importance is the knowledge of the grade level score, for this represents the student's frustration level. This is not the level at which the student should be reading in the content areas. The individual selecting the materials should take into consideration the student's instructional and independent levels.

The following is an index to these levels:

Frustration—(the grade level supplied by the test).
The student "bogs down" when he tries to read. He comprehends less than half of the content.

Instructional—(one grade level below the frustration level).
The student is able to make successful progress with teacher guidance.

Independent—(two grade levels below the frustration level).
The student should do extensive supplementary reading for enjoyment or for information. He has control of experiences, vocabulary, construction, and organization.

If, for example, an eighth grade teacher has a student who has a reading expectancy level of 8.6 but a reading comprehension score (frustration level) of 6.8, it is evident that:

1. he needs help in reading
2. he should be receiving instruction on the fifth grade level
3. he is experiencing difficulty independently handling the regular eighth grade texts

Another student whose comprehension score (frustration) is 8.2 is perhaps constantly being frustrated by the regular eighth grade texts. Both students are likely to be classroom behavior problems unless they are provided with materials at the appropriate grade levels.

Viewing an Individual

While content area teachers are not expected to administer an individual diagnosis for each student, such information is available and necessary for certain students. It is wise to consider such a diagnosis for students who are discipline problems. Both the gifted who are bored and those students who are constantly frustrated need to be given special consideration concerning the selection of appropriate materials.

A reading expectancy formula will aid in determining what level of reading the student can be expected to achieve under optimum conditions. To determine this level Bond and Tinker recommend the use of the following formula:

$$\frac{\text{I.Q.}}{100} \text{ multiplied by years in school} + 1.0$$

Suggested Ways to Sample Interest

Just as it is vital to learn what a student's abilities are, it is necessary that his interests be considered as the materials are selected.

Questionnaires can be used to gather information concerning interest patterns. Interest and experience questions usually deal with leisure activities, work, reading habits, travel, and hobbies. Most questionnaires may be used in a group testing situation if the students can read at a fourth-grade level. These questionnaires may be commercially printed or teacher-made.

Observation of students by teachers is a most effective way to discover students' interests. When students are free to express themselves, alert teachers can often locate possible reading interests.

Interest Surveys such as "Incomplete Sentences" and "My Three Wishes" may be used. Both have secondary forms. Sample questions from "Incomplete Sentences" may be:

WHEN I'M ALONE I .....
I AM AGGRAVATED WHEN .....
MY FAVORITE HOBBY IS .....

When using "My Three Wishes" the students may create their own types of wishes or they may be directed, for example:

I WISH I COULD GO .....
I WISH I COULD HAVE .....
I WISH I WERE GOOD AT .....

Identification Instruments to evidence student interests are commonly used in Ohio's secondary schools.

Ohio Vocational Interest Survey (eighth-twelfth norms)
Kuder Vocational Preference Record
(seventh-eighth grade norms)
Strong Vocational Interest Blank

Knowledge about students' interests is a key factor in the wise selection of content. In addition, if aware of the interests of students, content teachers are able to suggest oral and written reporting.

APPLICATION

Using the Bond and Tinker Reading Expectancy Formula, determine the reading expectancy level of the following students:

Julie—	Fred–
IQ = 103	IQ = 90
7th grader (repeated one grade)	7th grader (never repeated a grade)
October	October
REL = _____	REL = _____

Might either student have trouble with a seventh grade level content area text? _____

Which student(s) _____ _____

Answers:

Julie's REL = 8.3
Fred's REL = 6.5 (6.49)

Given the following information:

Seventh Graders	Reading Achievement Comprehension Score	Frustration Level	Instructional Level	Independent Level
Alice Kay	10.7			
Jeanne	9.6			
Joel	11.1			
Patty	9.3			
Judy	8.2			
Wally	6.3			
Mel	7.7			
Pete	8.1			

Complete the chart by filling in the scores for the three reading levels.

Determine the range of instructional levels present within the group. _____ to _____

Determine the range of independent levels present within the group. _____ to _____

Answers:

Seventh Graders	Frustration Level	Instructional Level	Independent Level
Alice Kay	10.7	9.7	8.7
Jeanne	9.6	8.6	7.6
Joel	11.1	10.1	9.1
Patty	9.3	8.3	7.3
Judy	8.2	7.2	6.2
Wally	6.3	5.3	4.3
Mel	7.7	6.7	5.7
Pete	8.1	7.1	6.1

5.3 to 10.1
4.3 to 9.1

READABILITY LEVEL OF PRINT MATERIALS

OBJECTIVE II

To enable the teacher to determine the readability level of print materials.

CONTENT ABSTRACT

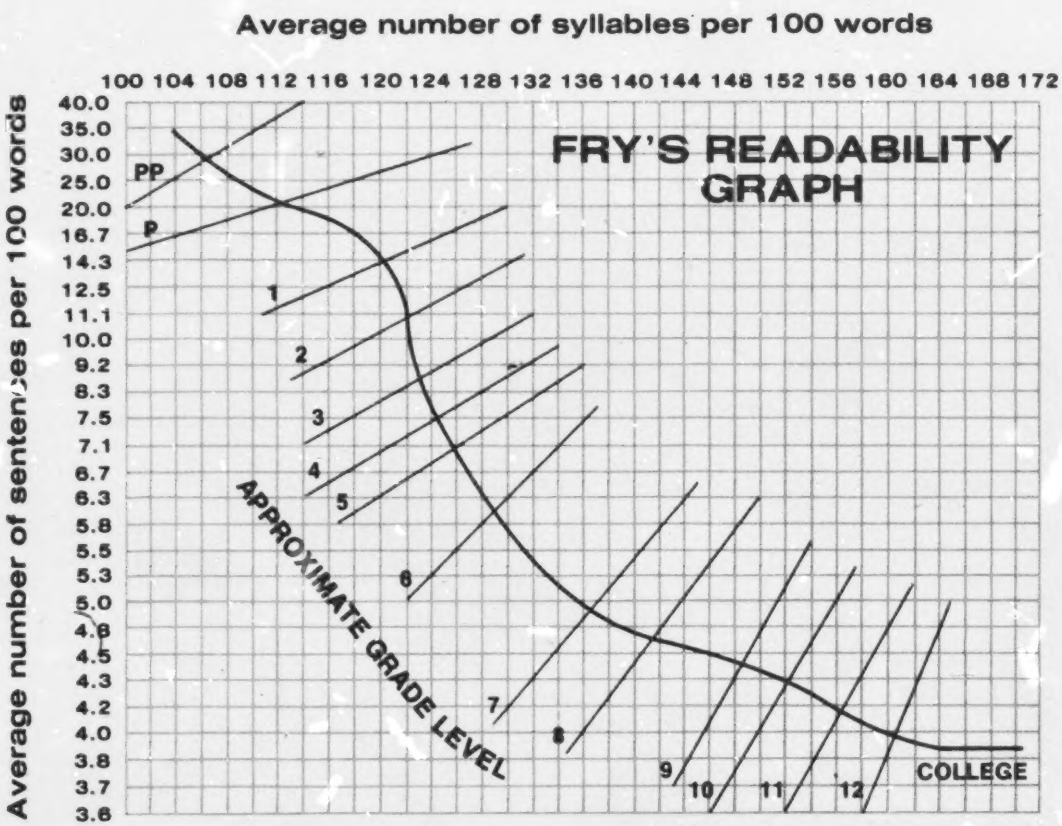
The second step in providing appropriate reading content for students is to assess the readability of the print materials in order to match the level of the books with the identified reading success level of the student. Not all texts and other resources are accurately marked to indicate the actual grade level. Hence, content teachers find it beneficial to be able to apply a readability formula to compute reading level.

The Fry Readability Formula makes a detailed analysis of sentence length and word length to provide a numerical value which is a grade equivalency. This formula also considers idea density and complexity: the longer the sentence and the lengthier the individual words, the more dense and more complex are the ideas.

Such a formula does not consider meaning, appropriateness, interest-level, nor the nature of the content.

The Fry Formula includes the following steps:

1. Select three one-hundred-word passages from near the beginning, middle and end of the book, skipping all proper nouns.
2. Count the total number of sentences in each hundred-word passage (estimating to the nearest tenth of a sentence.) Average these three numbers.
3. Count the total number of syllables in each hundred-word sample. (A short cut is counting every syllable over one in each word and adding 100.) Average the total number of syllables for the three samples.
4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words.
5. This derived point will fall within an area on the graph. The areas correspond to grade equivalencies from pre-primer through college level. If a point cannot be located on the graph, one can project the approximate area within which the point would fall or state the level as indeterminable by this graph.



from *The Journal of Reading* (April 1968)

APPLICATION

Using the Fry Readability Formula and graph, determine the readability level of the text from which these three passages were taken.

Depressant Drugs and Dependence

In girls the growth spurt starts earlier than in boys. The spurt may start anywhere from age nine to thirteen or so in girls. The greatest weight gains for girls, however, are usually made in the twelfth or thirteenth year. Most boys begin their growth spurt sometime between eleven and fifteen or sixteen years of age. Boys' greatest weight gains usually occur in the fourteenth or fifteenth year.

Height gains occur at a somewhat slower rate and to a lesser extent in girls than in boys. Weight gains, however, are more dramatic in girls than in boys. During her growth spurt, a girl may gain seven times more weight than she did during the preceding year—often as much as ten to twenty pounds in just one year.

Compensation

Compensation has to do with the way a person makes up for an actual or imagined lack of some particular skill or ability. Compensation is one of the most commonly used mechanisms of defense. Every one of us at times tries to develop ways to make up for what we do not have or cannot do. We substitute something we can do for something in which we cannot be successful.

Below are some examples of people using compensation—as a wholesome response to a situation.

A boy who thinks he has weak arm and shoulder muscles works at weightlifting to develop greater muscle strength.

A boy who does not have much athletic ability compensates by developing his hobby of photography.

A blind person develops with training an unusual sense of touch in the fingertips and thus can rapidly read the raised printing of Braille.

Recycling

Perhaps the most promising method for the future will involve recycling solid wastes instead of burying or burning them. Universities, industries, and many cities in the United States are working on the problem of how to successfully reclaim for use various materials in solid wastes. Some recycling plants are already in operation.

Before too many years, it may be commonplace for communities to have recycling plants that can take solid wastes—from old cans to old tires—and shred the wastes into small chunks. The materials would then be separated by kind. From each kind of waste, small bits, or granules, of glass, steel, aluminum, paper, and so on, would be reclaimed. These granules would be sold and reused in various ways.

Excerpts: *Health and Growth*, Richmond, Pounds, Jenkins, Sussdorf (Scott, Foresman and Company, 1972).

Text Readability Level _____ Answer: 8th grade level

ASSESSMENT OF PROBLEMS WITHIN THE SELECTED CONTENT

OBJECTIVE III

To enable the teacher to analyze print materials for readability factors which will influence the increase or decrease of reading difficulty.

CONTENT ABSTRACT

Following the selection of print materials which correspond to the student's instructional reading level, the teacher locates problems within the reading assignment which may hamper the individual reader in handling the content. The primary factors which create difficulty are: vocabulary, sentence structure, relationships and levels of abstraction. Preparation is made to pre-teach the identified areas of difficulty and adapt the information for different levels of reading competency.

The teacher may use the following factors to scan content in anticipating reading problems:

Vocabulary

1. Multiple meanings
2. Technical vocabulary (specialized)
3. Affixes
4. Technical names (groups of similar items)
5. Key words (signals)
6. Local variations (slang)
7. Symbols
8. Connotative meanings (definitions which go beyond the dictionary definitions)
9. Idioms
10. Figures of speech
    - metaphor
    - simile
    - hyperbole
11. Pronouns

Sentence Structure

1. Sentence length
2. Sentence phrasing
3. Clauses
4. Definitions provided within
5. Sentence patterns
6. Questions which serve a purpose (guide for study)
7. Parallel sentences
8. Either-or construction
9. Items in a series
10. Parenthetical expressions
11. Appositive structures
12. Comparisons
13. Generalizations
14. Conclusions
15. Formulas
16. Sentences which require the reader to follow directions
17. Punctuation

Relationships

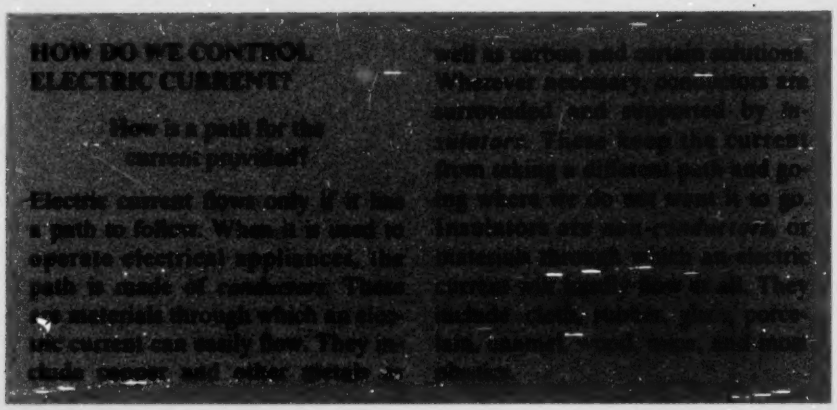
1. Books written to involve the reader
2. Clues to contrasting relationship
3. Time relationship clues (and rank order)
4. Order clues (position)
5. Order clues (former-latter)
6. Clues to the order in which information is presented
7. Conditional relation (expressed by small words)
8. Purpose
9. Reasons
10. Same word to express different relationships
11. Examples
12. Numbers to tie items together

Level of Abstraction

1. Examples
2. Technical references
3. Propaganda and fallacious reasoning
4. Assumptions
5. Implications
6. Symbolism
7. Conversion of words to formulas
8. Choice of words (specialized or connotative)

The teacher may find it possible to adapt each of these four areas by changing the level of sophistication demanded of the student. Additional information provided in writing or orally to clarify the text results in the lowering of the level of difficulty.

APPLICATION



HOW DO WE CONTROL ELECTRIC CURRENT?

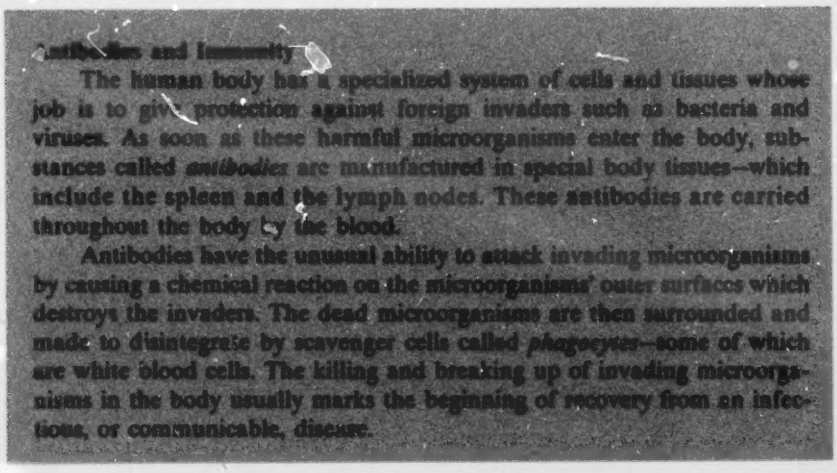
How is a path for the current provided?

Excerpt: *Science 2 Experiment and Discovery*. Davis, Burnett, Gross and Pritchard (Holt, Rinehart and Winston, Inc., 1969), 199.

From this text sample, note the components that make the passage easy for students to handle:

- Initial questions are provided to guide the student's comprehension of the organizational structure.
- Technical vocabulary is in italics with the definitions provided.
- The sentences are short, each providing one fact.
- There is a clarity of structure within the paragraph.

Given this text passage:



Antibodies and Immunity

The human body has a specialized system of cells and tissues whose job is to give protection against foreign invaders such as bacteria and viruses. As soon as these harmful microorganisms enter the body, substances called *antibodies* are manufactured in special body tissues--which include the spleen and the lymph nodes. These antibodies are carried throughout the body by the blood.

Antibodies have the unusual ability to attack invading microorganisms by causing a chemical reaction on the microorganisms' outer surfaces which destroys the invaders. The dead microorganisms are then surrounded and made to disintegrate by scavenger cells called *phagocytes*--some of which are white blood cells. The killing and breaking up of invading microorganisms in the body usually marks the beginning of recovery from an infectious, or communicable, disease.

Excerpt: Book 8-*Health and Growth*, Richmond, Pounds, Jenkins, Sussdorf (Scott Foresman and Company, 1972), 205.

1. List the components that make this passage easy to handle.

2. What difficulties are encountered within the passage?

ADAPTATION OF CONTENT

OBJECTIVE IV

To enable the teacher to adapt content so that it is appropriate for students of varied levels of reading ability.

CONTENT ABSTRACT

After having identified the reading competencies of the represented students and the problem reading factors, the teacher may need to adapt the content. Adaptations may deal with: teacher

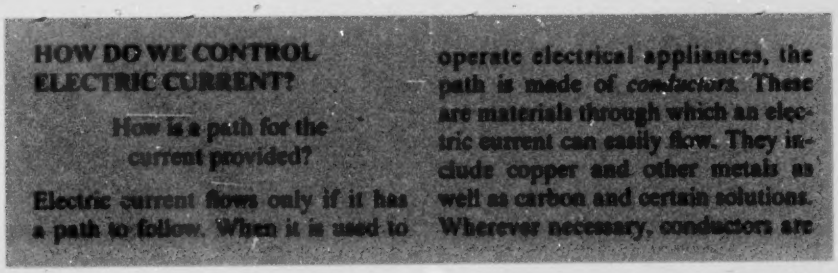
organization, explanation of text passages, text construction, the organization of content, and the use of charts, maps, graphs and illustrations. Preteaching vocabulary and concepts and providing background experiences are also means of material adaptation to be used consistently.

When adapting print material and guiding student reading, the readability factors (vocabulary, sentence structure, relationships, levels of abstraction) are utilized.

Assessment of the Need to Adapt Content

1. Are definitions provided for all new vocabulary?
2. Are the definitions provided at the beginning of the passage?
3. Are the definitions technical?
4. Is meaningful repetition used in the passage?
5. Does the passage include many ideas?
6. Are the ideas presented new ideas?
7. Are the relationships between the ideas clearly stated?
8. Is the non-technical material difficult to understand?
9. Are abstract ideas presented with illustrations or examples?
10. Are the sentences long?
11. Are the sentences simple, compound, or complex?
12. Are clue words provided to indicate sequence, time, order, organization, and degree?
13. Are punctuation marks used for explanation?
14. Are illustrative materials provided to explain the passage further?
15. Does the author's style interfere with the reader's comprehension?
16. The material lends itself to use at which level of comprehension (literal, interpretive, application)? Questions to lead discussion, promote additional thought, or to reinforce learning are present for each section of information introduced.

APPLICATION



HOW DO WE CONTROL ELECTRIC CURRENT?

How is a path for the current provided?

Electric current flows only if it has a path to follow. When it is used to operate electrical appliances, the path is made of *conductors*. These are materials through which an electric current can easily flow. They include copper and other metals as well as carbon and certain solutions. Wherever necessary, conductors are

surrounded and supported by *insulators*. These keep the current from taking a different path and going where we do not want it to go. Insulators are *non-conductors*, or materials through which an electric current will hardly flow at all. They include cloth, rubber, glass, porcelain, enamel, wood, mica, and most plastics.

Excerpt: *Science 2 Experiment and Discovery*. Davis, Burnett, Gross and Pritchard (Holt, Rinehart and Winston, Inc., 1969), 199.

Simplify

There are meaningful ways to adapt this written material to simplify the information further. It is often necessary to reinforce the learning of those students who do not learn best from texts.

Additional experiences may be provided to accompany this lesson:

1. Use laboratory equipment to perform electricity experiments. Students who see the difference between conductors and non-conductors may understand and remember the concept with more ease.
2. Discuss the safety measures necessary when performing electricity experiments. Reinforce the concept of conduction.
3. Have the students restate the experiment conclusions in their own words.
4. Use diagrams and examples to reinforce new concepts.

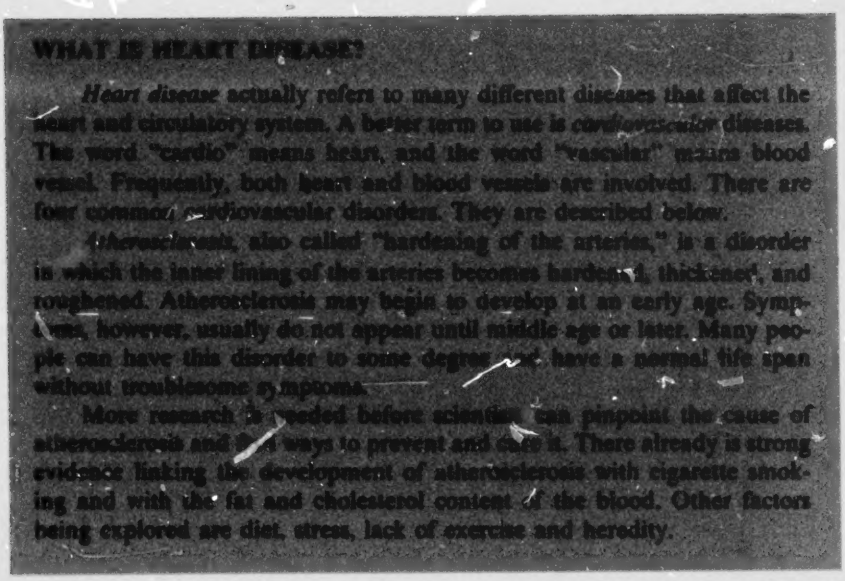
Challenge

Many students could use the information provided in the text as a foundation for further growth. A challenge is often needed to stimulate this development. By increasing the difficulty of the supplementary material provided for the students, the teacher may adapt text material to accommodate students who would not face a challenge with the text alone.

Such supplementary information for this particular lesson might include:

1. Additional facts about the scientist, George Ohm, and his experiments.
2. The formula I=E/R can be used to help the students visualize the new concepts. Further, have the students use numbers in the formula to show the formula "in action." The students can apply this formula by increasing resistance (R), therefore changing the formula.

Given this text passage and the readability factors: vocabulary, sentence structure, relationships, levels of abstraction:



WHAT IS HEART DISEASE?

Heart disease actually refers to many different diseases that affect the heart and circulatory system. A better term to use is cardiovascular diseases. The word "cardio" means heart, and the word "vascular" means blood vessel. Frequently, both heart and blood vessels are involved. There are four common cardiovascular disorders. They are described below.

Atherosclerosis, also called "hardening of the arteries," is a disorder in which the inner lining of the arteries becomes hardened, thickened, and roughened. Atherosclerosis may begin to develop at an early age. Symptoms, however, usually do not appear until middle age or later. Many people can have this disorder to some degree and have a normal life span without troublesome symptoms.

More research is needed before scientists can pinpoint the cause of atherosclerosis and find ways to prevent and cure it. There already is strong evidence linking the development of atherosclerosis with cigarette smoking and with the fat and cholesterol content of the blood. Other factors being explored are diet, stress, lack of exercise and heredity.

Excerpt: *Book 7 Health and Growth*, Richmond, Pounds, Jenkins, Sussdorf (Scott, Foresman and Company, 1972), 230.

1. How might this passage be made more difficult or more challenging?

2. How might this passage be made easier or made to reinforce the learning of slower students?

EVALUATION OF BASIC TEXT

OBJECTIVE V

To enable the teacher to use a standardized, objective approach in analyzing varied basic series of print materials in order to select appropriate sources for a particular group of students.

CONTENT ABSTRACT

Two essential guidelines are used to select a basic series to serve as a foundation for learning in the content areas: (1) the evaluation of the quality of the content in terms of its relationship to the curricular system; (2) the evidence of the suitability of the print material for the abilities, reading achievement levels and interests of the students involved.

I Total Series

1. Is the authorship representative of authority in the content area?
2. Is the authorship knowledgeable concerning the learning needs and abilities of the age group to be taught?
3. Are the goals governing the development of the material clearly stated?
4. Are the goals reflected in the materials?
5. Are the students made aware of the goals they are working toward?
6. Do the contents reflect a variety of presentations to interest a wide range of students?
7. Do the contents reflect the experiences and contributions of the many peoples in American society?
8. Do the illustrations relate to the meaning of the content?
9. Do the illustrations show a variety of quality art styles and techniques?
10. Are the photographs, charts and graphs appropriate and accurate?
11. Do the illustrations reflect the pluralistic character and culture of the American people?
12. Is the cover attractive?
13. Is the book compact?
14. Is the binding durable?
15. Is the type clear and easily read?
16. Is the page lay-out attractive?
17. Is the information current?

II Student Materials

1. Does the text evaluate student ongoing progress?
2. Does the text appeal to a wide range of interest and stimulate curiosity about other content areas?
3. Does the text encourage the application of knowledge to other content areas?
4. Does the student have an opportunity to react to each new concept as it is presented?
5. Is the vocabulary presented in a systematic manner?
6. Does the vocabulary reflect the current language patterns of the learners?
7. Does the text provide for pre-reading study of key concepts and post reading reinforcement?
8. Does the text provide content appropriate to the development of comprehension and study skills?

9. Does the text present the three levels of comprehension (literal, interpretive, and application)?
10. Does the text allow for student practice with the skills of locating and organizing information?
11. Does the text provide the opportunity to relate the content to personal and social values?
12. Does the text stimulate learner creativity?
13. Is the text flexible?
14. Do the content activities provide adequate developmental and practice activities for students at a variety of levels?
15. Are tests provided to accompany the text?
16. Are student self-evaluation materials available?

III Teacher's Edition

1. Is the teacher's edition easy to handle?
    a. Are pages from the student's edition supplied?
    b. Are the teaching plans clear and well organized?
    c. Are the objectives well stated?
    d. Are the uses of supplementary materials clearly presented?
    e. Are suggestions provided for adapting lessons to various levels?
    f. Is background information provided?
    g. Are suggestions for creative activities provided?
2. Does the teacher's edition encourage flexibility?
3. Does the teacher's edition provide questions on the three levels of comprehension (literal, interpretive, and application)?
4. Does the teacher's edition encourage the application of content knowledge to other areas?
5. Are key concepts and key vocabulary clearly presented in the teacher's edition?
6. Does the teacher's edition contain tests for ongoing evaluation?
7. Does the teacher's edition contain a bibliography for student use as well as one for teacher growth?

IV Supplementary Materials

1. Do the materials provide opportunities for students to apply knowledge beyond the texts?
2. Do the materials promote further understanding of other content areas?
3. Do the materials provide for review and maintenance of concepts?
4. Do the materials provide the opportunity for the teacher

to supply necessary experiences before the lesson is taught?

5. Are workbooks attractive, clearly organized, and easy to use?
    a. Are purposes clearly stated?
    b. Are directions clearly stated?
6. Are materials constructed so that students can work independently or in teams?
7. Are tapes, filmstrips and movies concerned with the meaningful development of the concepts being taught?
8. Do all supplementary materials have a teacher's guide to aid the sequential skill and concept development?

These guidelines will help provide the framework for assessment of materials. Additional thought must be given to the actual content of the lessons and the specific needs of the students.

APPLICATION

Utilize the suggested Evaluation Guideline to assess the student's text, teacher's edition, and supplementary materials for a content area.

Further, evaluate the materials by listing their strengths and weaknesses.

Strengths:

Weaknesses:

Use the Evaluation Guideline to evaluate each point so that you may have a total picture of the materials available in your content area.

SELF-CORRECTIVE POST TEST

1. Select one typical class of students for whom you teach a content area subject.

   Content area _____

   Grade taught _____

   Number of students in that class _____

2. Using a random sample, or the total number of students, check their cumulative files for the following information:

	Name	Age	Reading Achievement Test Scores Vocabulary: Comprehension:	I.Q.
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

3. Compute, using the Bond and Tinker Reading Expectancy Formula, the reading expectancy level (REL) of your sample. (Add this to your chart.) Note the range present.

4. If the reading achievement test scores are current, compare the REL with the score from the comprehension section of the reading achievement test. Note the number of students reading above and those reading below the REL.

5. Using the reading achievement test scores to identify the frustration level, figure the instructional and independent levels.

	Name	Levels		
		Frustration	Instructional	Independent
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

GLOSSARY

Differentiated use of print materials	adapting single content to meet the varied reading competencies of students within a group. The material may be adjusted, through the questioning methods used, pacing, or rewrite
Disabled reader	one who is lacking in a number of reading skills by two years or more below his assessed reading expectancy and/or grade placement. Remedial instruction is offered for cases of serious reading disability
Frustration level	(the grade level supplied by the comprehension test) The student comprehends less than half of the content. Evidences of frustration include inability to anticipate meanings; word-by-word reading; too many substitutions, omissions, repetitions, and insertions
Gifted reader	one who is proficient in reading competencies beyond those necessary for full participation in the reading tasks of his age or grade level
Independent level	The reader has control of: experiences, vocabulary, construction, and organization. He makes no more than one error in 100 words in the mechanics of reading and has no difficulties in comprehension. The student should do extensive supplementary reading for enjoyment or for information
Instructional level	The student makes no more than five errors in reading 100 running words with at least an indication of 75 percent comprehension of the content. The student is able to make successful progress with teacher guidance
Interest surveys	evaluation instruments which sample likes and dislikes relating to: leisure activities, work, reading taste, travel, or hobbies
Multi-leveled reading	the use of print materials representing vertical readability range
Range	this determination is made by subtracting the lowest score from the highest score to determine the span of scores within the section
Readability	an objective measure of the difficulty of a book usually in terms of average sentence length and vocabulary load
Reading achievement level	the grade level achieved on the comprehension test which shows the student's score in comparison to the normed test results

Reading expectancy level	the level of reading the student can be expected to achieve under optimum conditions (Reading Potential)
Reading potential	the level of reading the student can be expected to achieve under optimum conditions (Reading Expectancy Level)

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COMPETENCY CRITERIA

The following characteristics of effective content-related reading instruction may serve as self-appraisal guidelines.

Students are enabled to gain information, knowledge, wisdom and enjoyment from reading, for my teaching procedures include:

_____ Planning and tailoring my teaching to accommodate the wide range of reading strengths and weaknesses represented within the class.

_____ Fusing reading with other components of language (listening, speaking, and writing) to reinforce meaning.

_____ Relating the content to the varied experiential background of the students.

_____ Encouraging students to react to the meaning of print content by thinking critically about it.

_____ Utilizing many types of reading sources comprising multi-readability levels.

_____ Teaching vocabulary and comprehension skills on various levels to assure that all students experience success.

_____ Guiding silent reading through pre-reading preparation, vocabulary assistance, and skillful questioning.

_____ Providing for varied uses of reading in problem solving, gaining information, and enjoyment.

_____ Modeling positive attitudes for students by being a high interest reader myself.

_____ Being committed to improve reading abilities and book interest within the class and school.